



Pineview Elementary

3035 Leaphart Road

West Columbia, SC 29169

Grades	K-5 Elementary School	
Enrollment	526 Students	
Principal	Mrs. Cynthia Stiltner	803-739-4090
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Excellent	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

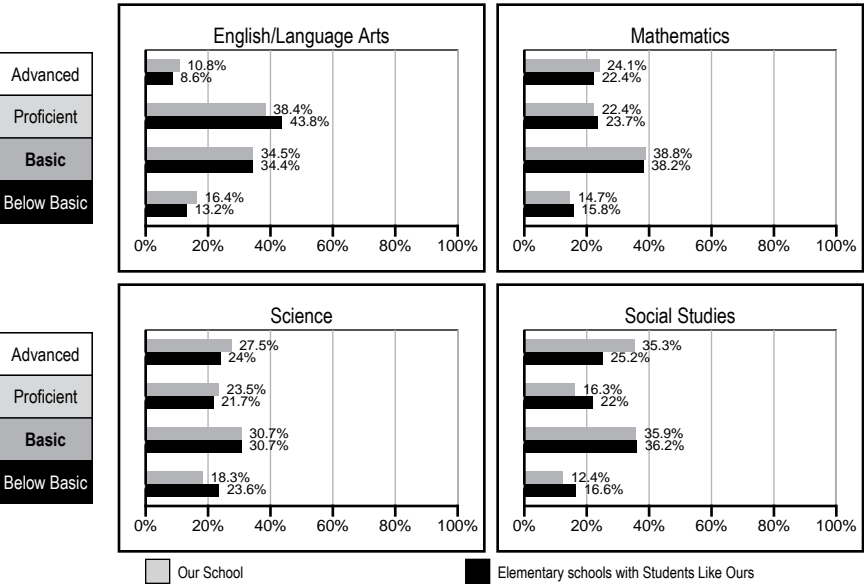
92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	30	49	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=526)				
First graders who attended full-day kindergarten	96.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.9%	Down from 2.2%	1.7%	2.3%
Attendance rate	96.1%	Down from 96.3%	96.7%	96.3%
Eligible for gifted and talented	28.9%	Up from 24.6%	18.3%	10.4%
With disabilities other than speech	6.3%	Down from 6.4%	6.4%	7.5%
Older than usual for grade	0.0%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	60.6%	Down from 64.7%	60.7%	56.7%
Continuing contract teachers	97.0%	Up from 88.2%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 91.7%	87.6%	86.4%
Teacher attendance rate	93.6%	Down from 95.7%	95.0%	94.9%
Average teacher salary	\$49,458	Up 5.9%	\$46,415	\$45,345
Professional development days/teacher	17.1 days	Down from 20.5 days	12.4 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.0 to 1	19.7 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 90.9%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,402	Down 4.0%	\$6,469	\$7,052
Percent of expenditures for instruction*	72.3%	Up from 72.2%	70.6%	69.1%
Percent of expenditures for teacher salaries*	70.1%	Down from 70.3%	66.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Pineview Elementary experienced a busy school year during 2007-2008. The new initiatives that were begun in 2006-2007 continued with much success. Panther Roar continued with great parent and staff support as we celebrated student achievement at the end of each nine-week period. Two reading initiatives encouraged daily reading with several incentives for students who met their goal. Celebration Days rewarded classes for attendance. The summer of 2007 was the first year for the Summer Reading Caravan, which took new books to our neighborhoods for students to read during the summer. This allowed our staff to greet new families to our school community and keep in touch with returning students. Community outreach programs included our Halloween Hike, Walk with Your Child to School, Jump Rope for Heart, Veteran's Day program, Spring Fling, and "Puttin on the Hits". These events invited community members to participate in the school community as an invited guest.

For the second year in a row, the Pineview School Improvement Council was a Riley Award Finalist. The Riley Award recognizes the work of exemplary School Improvement Councils. As part of the application, the SIC provided evidence of work to encourage student recognition, healthy learners, and community outreach. Pineview was one of five finalists.

Pineview Elementary was also recognized by the S.C. Education Oversight Committee for closing the Achievement Gap for historically underachieving students on the 2007 PACT. Our school was one of 141 out of 920 schools across the state eligible for this recognition. We are pleased that Pineview met each AYP objective for 2006-07. AYP is a national measure legislated from No Child Left Behind.

As we celebrate this year of accomplishments, we continue to seek new ways to provide instruction to a wide range of learning styles and ability levels. Classroom teachers have increasingly worked as a team to assess student learning and try various methods to reach each student's instructional needs. A Compass Learning lab was started for specific students to target individual academic weaknesses. Students attended the lab during the "before school time" in the morning. Many students also worked on Compass Learning during their scheduled computer time during the school day. The PAW Club provided after school tutoring for grade-five students. Literacy groups and other methods of small group instruction were used in most classrooms.

We would certainly be remiss if we did not thank the dedicated teachers and parents who work closely together to ensure that each student at Pineview does his or her best. It is through their efforts that Pineview continues to achieve success.

Miley H. Rhodes, Interim Principal
Tim Fitzgerald, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	74	34
Percent satisfied with learning environment	93.5%	89.0%	96.9%
Percent satisfied with social and physical environment	90.3%	87.8%	91.2%
Percent satisfied with school-home relations	96.6%	85.1%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	252	100	16.5	34.8	37.8	10.9	60.9	45.4	48.2	Yes	Yes
Gender											
Male	116	100	28.2	34	31.1	6.8	50.5	37.4	41.7	N/A	N/A
Female	136	100	7.1	35.4	43.3	14.2	69.3	53.6	55	N/A	N/A
Racial/Ethnic Group											
White	178	100	12	33.1	42.8	12	66.9	55.4	60	Yes	Yes
African American	60	100	28.3	43.4	20.8	7.5	39.6	30.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	11	100	37.5	25	25	12.5	62.5	34.5	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	36	100	67.7	9.7	22.6	0	25.8	14.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	29.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	125	100	23.9	46	25.7	4.4	44.2	35.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	252	100	14.8	39.1	22.2	23.9	56.1	47.1	45.8	Yes	Yes
Gender											
Male	116	100	17.5	38.8	14.6	29.1	52.4	45.7	45.6	N/A	N/A
Female	136	100	12.6	39.4	28.3	19.7	59.1	48.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	178	100	11.4	34.3	28.3	25.9	63.9	58.2	59	Yes	Yes
African American	60	100	26.4	54.7	7.5	11.3	30.2	28.5	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	11	100	12.5	37.5	0	50	50	41.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	36	100	48.4	25.8	19.4	6.5	29	19.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	41.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	125	100	23	49.6	15	12.4	38.1	36.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	168	100	18.5	31.1	23.2	27.2	50.3	39.6	35.7	96.1	95.8
Gender											
Male	77	100	19.7	30.3	22.7	27.3	50	40.5	37.4	96.1	95.7
Female	91	100	17.6	31.8	23.5	27.1	50.6	38.7	33.8	96.1	95.9
Racial/Ethnic Group											
White	119	100	13.5	30.6	25.2	30.6	55.9	51.9	49.2	95.9	95.7
African American	40	100	36.4	36.4	18.2	9.1	27.3	19.8	17	96.7	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	94.9	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	96.4	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95	96.2
Disability Status											
Disabled	23	100	44.4	33.3	11.1	11.1	22.2	18.6	14	95.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	96.8	95.8
Socio-Economic Status											
Subsided meals	84	100	27.4	39.7	16.4	16.4	32.9	27	21.1	95.5	95.4

Social Studies

All Students	168	100	12.5	36.2	16.4	34.9	51.3	35.4	34	96.1	95.8
Gender											
Male	80	100	15.7	30	17.1	37.1	54.3	38.6	36.6	96.1	95.7
Female	88	100	9.8	41.5	15.9	32.9	48.8	32.1	31.3	96.1	95.9
Racial/Ethnic Group											
White	115	100	11.2	33.6	15	40.2	55.1	44.2	44.5	95.9	95.7
African American	42	100	16.7	50	16.7	16.7	33.3	21.8	19.1	96.7	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	94.9	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	29.4	27.5	96.4	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95	96.2
Disability Status											
Disabled	25	100	28.6	28.6	4.8	38.1	42.9	17.7	14.4	95.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	23.7	27.3	96.8	95.8
Socio-Economic Status											
Subsided meals	90	100	16	48.1	14.8	21	35.8	28.4	21	95.5	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	74	100	13.6	25.8	47	13.6	60.6
	4	79	100	11.6	39.1	42	7.2	49.3
	5	69	98.6	11.8	42.6	41.2	4.4	45.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	13	18.2	48.1	20.8	68.8
	4	84	100	23.3	34.2	32.9	9.6	42.5
	5	87	100	13.8	51.3	32.5	2.5	35
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	74	100	3	60.6	21.2	15.2	36.4
	4	79	100	10.1	33.3	24.6	31.9	56.5
	5	69	100	14.5	30.4	21.7	33.3	55.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	15.6	26	23.4	35.1	58.4
	4	84	100	13.7	46.6	26	13.7	39.7
	5	87	100	15	45	17.5	22.5	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	18.2	33.3	30.3	18.2	48.5
	4	79	100	23.2	27.5	20.3	29	49.3
	5	35	100	14.3	22.9	20	42.9	62.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	12.5	27.5	35	25	60
	4	84	100	16.4	37	20.5	26	46.6
	5	43	100	28.9	23.7	15.8	31.6	47.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	37	100	3	21.2	45.5	30.3	75.8
	4	79	98.7	20.3	34.8	23.2	21.7	44.9
	5	34	100	17.6	38.2	17.6	26.5	44.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	5.4	21.6	21.6	51.4	73
	4	84	100	16.4	42.5	17.8	23.3	41.1
	5	44	100	11.9	38.1	9.5	40.5	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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